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ABSTRACT

A course guide for students in English 152 of Oakland Community College, a composition course in argumentative writing, this document gives the class schedule, the course outline, examples of writing, worksheets, ways of preparing bibliography and note cards, checklists, and a research bibliography, as well as presenting other cogent materials. (DB)

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ED052183

ENGLISH II

ENG 152

OCC

OAKLAND
COMMUNITY
COLLEGE

TE 002 449

ED052183

INTRODUCTION: TO THE STUDENT

This course package was developed by the English Department of the Orchard Ridge Campus of Oakland Community College to serve as your basic plan of work. It is subject to modification by your instructor, but unless otherwise indicated all assignments and class meetings will occur as indicated in this package.

In addition to this package, you will be required to own the following text books:

WORDS AND IDEAS by Hans P. Guth

CLEAR THINKING FOR COMPOSITION by Roy Kylte

These are available at the campus bookstore or may be purchased used from students who have completed English 152 at this campus.

In addition to these basic texts, you will be assigned material in supplemental books available at the check-out lab in "G" building. This lab also contains the tapes which are assigned for your listening as indicated in this package.

The anthology library is also available through this lab for use in preparing the formal argumentative essays. Your instructor will explain the procedure for using these materials.

COURSE OUTLINE

UNIT I: Informal Argumentative Writing

A. Introduction and review
   1. Basic principles of good writing
   2. Impromptu exposition

B. Humor, satire and the informal essay
   1. The characteristics of humor and satire
   2. The informal essay and the editorial
   3. Impromptu satire or editorial

UNIT II: The Formal Argumentative Essay

A. Classical argumentation
   1. Introduction, body and conclusion
   2. Thesis statement
   3. Confirmation-refutation
   4. Analysis of argumentative essays

B. Using sources critically and creatively
   1. The resource library
   2. Selecting, narrowing, and researching a topic
   3. Integrating quoted material and summarizing source material
   4. Documenting the essay

C. Logic and fallacy
   1. Induction-deduction
   2. Application of logic to argumentative composition
   3. Common logical fallacies
   4. Avoiding fallacy in argumentation

UNIT III: The Use of the Library (LRC)

A. The structure and composition of the LRC
   1. The use of indices
   2. The use of research tools
   3. Special materials (microfilm, records, etc.)

B. Preparing a research paper
   1. Locating materials
   2. Evaluating resource materials
   3. Preparing the paper

COURSE CONTENT

English 152 is a composition course offering college-transfer credit to those receiving C or better. It is assumed that all students enrolled in English 152 have completed English 151 (or its equivalent) with at least a C grade. Any student who has not done so should withdraw and repeat English 151 before attempting this course.

The scope of English 152 is argumentative writing from the informal essay and satire to the formal essay and research paper. The student is expected to demonstrate an understanding of the many forms that argumentation and persuasion may take and the varied techniques and skills writers may employ. In addition, the student is expected to display a reasonable degree of skill in applying this knowledge and understanding to his compositions.

The structure of the course for the first two units of study will be three one hour meetings per week with some additional lab time required as the instructor and individual student determine. Attendance at all lecture and class meetings is mandatory. The student should understand that he may be dismissed for excessive unexcused absence. In addition, six lectures will be given at intervals throughout the course. The time and place for these will be announced and attendance is mandatory.

During the third unit, some lectures and class meetings will be cancelled or replaced by scheduled conferences. Such conferences are to be regarded as mandatory also.

MANUSCRIPT FORM

Paper

Use standard-size 8-1/2 x 11 inch paper. Do not use spiral edged paper. If you write long hand, use ruled paper and write on every other line and on one side only. Typed papers are welcomed if they are carefully done. They should also be double spaced and on one side only.

Please understand that careless, illegible work will not be accepted by your instructor.

Margins

Leave generous margins at least one inch on all sides of the paper. This includes a one inch space between the title (to be placed on the top line of ruled paper) and the first line of the text of your paper.

Order

Number each page beginning with page 2. The first page is not numbered. All numbers are to be placed in the upper right hand corner. The title page containing the endorsement precedes page one. Always include a title page whether the paper is typed or written in long hand. Staple or paper clip all pages in the upper left-hand corner.

Endorsement

The information required in the endorsement is as follows in this sample title page:

TITLE OF THE PAPER

BY

JOHN JONES
333-33-3333

ENGLISH 152
INSTRUCTOR: MR. SMITH
SECTION 06
DATE

OFFICE HOURS

Your instructor will soon post his office hours. Feel free to confer with him during these hours. Please do not forget that outside of these posted hours your instructor must grade papers and plan lectures and class meetings. Therefore, it is wisest to record the hours during which your instructor will be available on the form below and adhere to that schedule except in an emergency.

Instructor_____ Office_____

Campus Phone: 476-9400, Extension: ____

	A.M.	P.M.
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

PLAGIARISM

In the Winter Term of 1969, the English Department of Orchard Ridge issued the following statement on plagiarism and cheating. Read it carefully and if you have any question, consult your instructor and read pp. 316-321 of WORDS AND IDEAS.

"The English Department of Orchard Ridge Campus takes a stern view of cheating and plagiarism. Department policy dictates that individual instructors have authority to initiate or recommend punitive measures against students who are caught cheating or plagiarizing. Cheating or willful, conscious acts of plagiarism will result in an F for the assignment and may result in an F, WF, or W for the course.

Any recommendations from an instructor that a student be dropped from a course or that the student receive a failing mark for the course will be reviewed by the English Department's committee on cheating and plagiarism. Should the student or students involved wish a hearing before the committee to plead a defense beyond that made to the instructor, such a hearing will be granted.

Established and proven cases of cheating and plagiarism will, in addition, be noted in writing and sent to the Dean of Students who will file such information in the student's college folder."

WEEK 1

NO LECTURE

CLASS MEETINGS: An overview of the course will be discussed, including this package and the other course texts and materials. The lecture material will also be discussed and the first impromptu written.

ASSIGNMENTS:
1. Write first impromptu (in class).
2. Listen to tape #1, "Rhetorical Development," and complete Worksheet #1 (in Appendix, pp.54-59).
3. Read "Introduction" and Chapter One in WORDS AND IDEAS.
4. To prepare for Lecture 2, read Chapter Eight of WORDS AND IDEAS.

WEEK 2

LECTURE 1: HUMOR, SATIRE, INFORMAL ESSAY

CLASS MEETINGS: The class will discuss the lecture material and the material in Chapter Eight of WORDS AND IDEAS. Some important concepts to be understood are:

1. The types and functions of humor
2. Formal and informal style
3. The techniques of satire
4. The structure of the editorial essay

ASSIGNMENTS:
1. Listen to tape #2, "Satire and the Informal Essay." Complete Worksheet #2 (in the Appendix, pp. 60-62).
2. Analyze examples of satire and informal writing from WORDS AND IDEAS as well as those in the Appendix on pp. 19-32. These latter are student essays.
3. Write second impromptu.
4. Read Chapter Four, "Opinion," in WORDS AND IDEAS.

WEEK 3

NO LECTURE

CLASS MEETINGS: The class will discuss Chapter Four of WORDS AND IDEAS.

WEEK 3, continued

CLASS MEETINGS, continued:

1. Recognizing opinion and fact
2. The process of forming an opinion
3. Organizing an essay of opinion
4. Common errors found in opinions

ASSIGNMENTS:

1. Read Chapter Seven, "Persuasion," in WORDS AND IDEAS.
2. Listen to Tape #3, "Subject and Thesis," and complete Worksheet #3 in the Appendix, pp. 63-67.

WEEK 4

LECTURE 2: THE FORMAL ARGUMENTATIVE ESSAY

The classical structure of the formal argument will be discussed. This will include the two-part thesis statement, the body (proof) and the use of evidence in confirmation and refutation.

CLASS MEETING: The class will discuss the lecture material and examine the sample essay in the Appendix (pp. 33-39) which has been analyzed as a formal argument. Chapter Seven of WORDS AND IDEAS will also be discussed.

ASSIGNMENTS:

1. Listen to Tape #4, "Confirmation and Refutation."
2. Read pp. 439-470 in THE RHETORIC CASEBOOK (available at checkout lab).
3. Make a written analysis of one of the essays on pp. 253-255 of WORDS AND IDEAS after the manner illustrated in the Appendix (p. 40).
4. Select topic for first argumentative essay (for narrowing process, see example in Appendix, p. 41).

WEEK 5

LECTURE 3: THE USE OF SOURCES

The techniques of research and note taking plus the use of the anthology library will be covered.

WEEK 5, continued

CLASS MEETINGS: The class will submit the analysis of an argumentative essay and discuss the assignment. The class will also discuss the task of narrowing the topic for the first argumentative essay (see Appendix, p. 41) and the use of the anthology library.

ASSIGNMENTS:
1. Listen to Tape #5, "The Critical Use of Sources."
2. The first argumentative essay will be researched during this week.
3. Read Section I in CLEAR THINKING FOR COMPOSITION.

WEEK 6

NO LECTURE

CLASS MEETINGS: The class will discuss the reading assignment in CLEAR THINKING and complete some of the exercises at the conclusion of this section. In addition, the class will review the concepts presented in Tape #5.

ASSIGNMENTS:
1. Your instructor will wish to see an outline and/or rough draft of your first argumentative essay. This progress check may also include a check of your bibliography and note cards.
2. Read Chapter Six in WORDS AND IDEAS to prepare for the next lecture.

WEEK 7

LECTURE 4: DEDUCTIVE-INDUCTIVE LOGIC

The two branches of logic will be defined and discussed. The application of these methods of reasoning in writing will also be examined.

CLASS MEETINGS: The class will review the lecture material and discuss its relevance to problems encountered in researching and writing the first essay. The class will also discuss Chapter Six, "Logic."

ASSIGNMENTS:
1. Listen to Tape #6, "Evidence and Logic."
2. Complete and turn in first argumentative research paper by the end of the week.
3. Be sure to check in Chapter Nine of WORDS AND IDEAS for directions on footnote and bibliography forms.

WEEK 8

NO LECTURE

CLASS MEETINGS: The class will discuss some of the problems encountered on the first argumentative essay. The material on logic presented in Tape 6 and Chapter Six will also be reviewed. Some of the exercises on pp. 197-199 of WORDS AND IDEAS may be completed in class.

ASSIGNMENTS:
1. Begin working on second argumentative essay by selecting a topic.
2. Read Section II of CLEAR THINKING very carefully to prepare for the next lecture.
3. Read again pp. 199-209 in WORDS AND IDEAS.
4. Read pp. 151-160 in Chapter Five of WORDS AND IDEAS.

WEEK 9

LECTURE 5: FALLACIES IN REASONING

The most common logical fallacies will be examined and defined.

CLASS MEETINGS: The class will discuss the lecture material and the reading assignments. Some of the exercise on recognizing fallacies in Section II of CLEAR THINKING and Chapter Six of WORDS AND IDEAS may be worked in class. The first essay will be corrected and returned by the end of this week.

ASSIGNMENTS:
1. Continue work on second essay.
2. Read Section III in CLEAR THINKING.
3. Listen to Tape #7, "Fallacies in Reasoning."

WEEK 10

CLASS MEETINGS: The class will discuss problems encountered on first essay in light of the results. Your instructor may wish to meet with you collectively or individually for a progress check on your second essay. This will include the outline, cards and, possibly, rough draft.

ASSIGNMENT:
1. Continue work on second essay with possible progress check.
2. Read all of Chapter Nine in WORDS AND IDEAS.

WEEK 11

NO LECTURE

CLASS MEETINGS: Class will discuss material for Chapter Nine of WORDS AND IDEAS in preparation for lecture on library and for library project.

ASSIGNMENTS: Continue work on second essay to completion. Essay should be completed by the end of the week.

WEEK 12

LECTURE 6: THE USE OF THE LIBRARY

The facilities and the organization of the LRC (library) will be discussed.

CLASS MEETINGS: Specific directions for the library project will be given to those ready to begin at this time. Your instructor may require a third essay for those who did poorly on the first two efforts.

ASSIGNMENTS: Students will begin library project or third essay.

WEEKS 13-15

NO FURTHER LECTURES

CLASS MEETINGS: For the next two weeks of the semester your instructor will be working with you individually or in groups depending on your status in the course. Some students may complete the course early and take an early final. Provisions for this will be announced.

ASSIGNMENTS: Complete library project and all written work. Those students who have a third essay or a rewrite scheduled must still complete the library project by the final exam.

APPENDIX

SELECTIONS FROM JONATHAN SWIFT

Satire is a sort of glass, wherein beholders do generally discover everybody's face but their own; which is the chief reason for that kind of reception it meets in the world, and that so very few are offended with it.

From the Preface to "The Battle of the Books"

I have one word to say upon the subject of profound writers, who are grown very numerous of late; and I know very well, the judicious world is resolved to list me in that number. I conceive therefore, as to the business of being profound, that it is with writers as with wells--a person with good eyes may see to the bottom of the deepest, provided any water be there; and that often, when there is nothing in the world at the bottom, besides dryness and dirt, though it be a yard and half under ground, it shall pass, however, for wondrous deep, upon no wiser a reason than because it be wondrous dark.

From "A Taie of a Tub"

There is one essential point wherein a political liar differs from others of the faculty; that he ought to have but a short memory, which

is necessary according to the various occasions he meets with every hour of differing from himself, and swearing to both sides of a contradiction, as he finds the persons disposed, with whom he hath to deal. In describing the virtues and vices of mankind, it is convenient upon every article, to have some eminent person in our eye, from whence we copy our description. I have strictly observed this rule; and my imagination this minute represents before me a certain great man famous for this talent, to the constant practice of which he owes his twenty years' reputation of the most skilful head in England, for the management of nice affairs.

The superiority of his genius consists in nothing else but an inexhaustible fund of political lies, which he plentifully distributes every minute he speaks, and by an unparalleled generosity forgets, and consequently contradicts the next half-hour. He never yet considered whether any propositions were true or false, but whether it was convenient for the present minute or company to affirm or deny it; so that if you think to refine upon him, by interpreting every thing he says, as we do dreams by the contrary, you are still to seek, and will find yourself equally deceived, whether you believe or no: the only remedy is to suppose that you have heard some inarticulate sounds, without any meaning at all. And besides, that will take off the horror you might be apt to conceive at the oaths wherewith he perpetually tags both ends of every proposition: although at the same time I think he cannot with any justice be taxed for perjury, when he invokes God and Christ, because he hath often fairly given public notice to the world, that he believes in neither.

From "The Examiner"

Observer: The Family Militant *

By Russell Baker

Efforts to restore normal operations at troubled Beauchamp Nursery School collapsed today despite the school administration's offer to meet several of the toddlers' basic demands.

About 250 tots walked out of the morning sing-along after their leaders protested that the piano player, Miss Needenham, had violated an agreement to consult the students about the music program. The student body had protested specifically against Miss Needham's repeated playing of "Peek-a-Boo, I See You" on the grounds that the song contained "overtones of police threat."

As the young people milled about the school grounds, defacing the sliding boards with crayons and pelting passing motorists with modeling clay, police were summoned to place a protective cordon around the morning supply of milk and graham crackers.

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Within a short time a small band of tot militants confronted the police line, nose to knee, and taunted them with cries of "Pig! Pig!" At least two of the students tried to provoke police by removing their training pants.

Enter College Mothers

News of the walkout spread quickly to local campuses where parents of the protesting nursery-school students were participating in sundry militance at colleges and universities of their choice. Thirty-seven militant college mothers at nearby Eggshaft A. & M., upon hearing that parents were needed at Beauchamp Nursery School to abuse police, voluntarily abandoned their plans to stink-bomb a sociology professor's lecture hall and went to the support of their young.

Assembled outside Miss Needenham's office window, they shouted "Sellout!" and "Get the Gestapo out of here!"

Emboldened by the support of their mothers, some fifty of the youthful protesters charged the police line. In the ensuing scuffle, one policeman was bitten on the right calf, two students were swept up by policemen and spanked and a third was treated on the scene after swallowing his bubble gum.

Order was not restored until nap time. This afternoon Miss Needenham assured irate parents that the children would no longer be asked to sing "Peek-a-Boo, I See You." The school plans to poll its students to ascertain if "Ding Dong Dell, Pussy's in the Well" will be an acceptable substitute at tomorrow's sing-along.

Billy Jones, five-year-old spokesman for the militants, indicated that this, too, might cause trouble. "Ding Dong Dell, Pussy's in the Well," he told reporters, "lacks welevance for today's toddler."

"Relevance, Billy," his mother corrected him. "The cliche is 'lacks relevance.'"

"Wight," said Billy. "Ding Dong Dell, Pussy's in the Well" lacks welevance. We have the wight to a welevant education."

Like many of his colleagues at Beauchamp Nursery School, Billy is the child of student militants. His mother, Sally, is known in the protest movement as "Sally the Stink" for her skill at stink-bombing lecture halls of professors whom she doesn't want other people to listen to.

Billy's father, Billy Jones Sr., has closed down six universities for irrelevance in the last six years and is threatening to close down his seventh, Ermintrude U., unless it abandons its announced intention of graduating him this June.

Billy Senior says that Ermintrude's threat to graduate him illustrates "the plantation mentality that makes Ermintrude a sink of white

racism." If graduated, he notes, he is likely to be forced to support his parents, who are student militants in California, as well as his grandmother and grandfather, who are student radicals in Wisconsin and Michigan respectively.

Proud Pappa

Billy Senior is proud of his son's militance and hopes that he will be successful in closing down the Beauchamp Nursery School. "Miss Needenham," he says, "has been threatening to go to college and become a student militant herself if there's much more trouble at Beauchamp."

"So I'm hoping the kids can close it down and we can persuade Miss Needenham to sign up at Ermintrude. It would be a lot more relevant to our movement if we could march into confrontation singing "Ding Dong Dell, Pussy's in the Well.'"

LETTER TO EDITOR

Re: "Sex Education is Part of a Communist Plot"

Dear Editor:

I am quite disturbed by your article. I believe that "Sex Education is Part of a Communist Plot" (which appeared in the last issue of INTER-LINK) is part of a Communist plot to destroy one whole generation of American youth. What happens if we go along with this plot and deny sex education to your youth? - Why naturally, with no sex education the young people will fail to reproduce and will walk around frustrated and not even know why. Then, when we are a nation of old men, the dirty-commie-rat-finds (i.e., bad guys) will take over.

To counteract this dastardly plot, which might be called an "anti-plot" a "reverse plot" or a "plot-plot," I have formed a new organization: "Educational Rights of Tots in Canada and America" (EROTICA). Donations may be made directly to me. By return mail I will send you campaign literature in a plain brown wrapper.

Sincerely,

Robert R. Montgomery
Assoc. Prof., Dentistry
Highland Lakes

Observer: Nothing Fails Like Success *

By Russell Baker

One question that has never been satisfactorily answered by American society is, "After success, what?" Everyone wants success, of course, except the kind of people they make funny movies about, but remarkably few persons have any idea of what they should strive for next after achieving it.

Let us examine a typical success case, that of B. P. Frothingale. Born in a reeking slum, bred for the success stakes, he did all the right things. As a lad he worked nights to support a gin-sodden father. Later, droned his way through college. Married the right kind of wife, had two-and-a-half of the right kind of children, learned about narrow lapels and regimental stripes, was given the standard accolade ("brilliant young man") in his twenties.

At 28 he could order a meal in four languages, tell you why Camus was inferior to Kafka, fly first-class to Chicago and back in a day, and quell America's ten most insolent head waiters with his arrogant credit cards.

GREAT FOR A WHILE

At 37, B. P. Frothingale was a complete success. "I enjoyed it for about six weeks," he recalled recently. "I had the power to make or break men. I had oil paintings on my walls, a rug on the floor, several secretaries to answer the phone and the mail."

During the first week, B. P. made a few men to get the feel of it, and the next week he broke a few. The third week he called in those he had made and told them, "I made you and I can break you." The fourth week he had his secretaries make a lot of telephone calls and answer a good deal of mail.

The fifth week he stayed home and built a small-scale plastic model of the battleship New Jersey. "There's no point in being successful," he told his wife, "if I don't get any fun out of it."

By the sixth week he had become so fascinated with model building that he decided to stay home again and build the P-40 and the B-17.

Toward the end of the week, Mrs. Frothingale had tired of having him constantly under foot, spilling glue on the carpet and leaving abandoned razor blades lying about. "Why don't you go to the office?" she suggested.

B. P. said it was silly to go to the office because his secretaries were answering the phone and the mail and he did not feel much

* Copyright 1969 by the New York Times Company.

like making or breaking anybody that week. Moreover, he explained, having worked all his life for success, it seemed absurd to go on working now that he had succeeded. He suggested that his wife join him in building the German battleship Bismarck.

In the seventh week Mrs. Frothingale ordered him out of the house when he proposed, Monday morning, to spend the day in bed reading a scholarly work on Minoan culture. He thought, he had told her, that having succeeded he might indulge himself in a long suppressed taste for archeology and might even design a model of the palace at Knossos suitable for building in plastic.

"I married you for better or for worse, not for seven days a week," Mrs. Frothingale explained. "Out."

At the office that day B. P. called in a few men and moodily told them, "You're through, men. All washed up," but his heart wasn't in it. It took him weeks to adjust to the life of success. These days he has become adept at tying himself up in conference, initiating reorganizations, exchanging banalities with all the right people at all the right parties and gushing enthusiastically about all the right trivialities; but privately, at the right golf course or the right discotheque, he will complain that there never seems to be enough time to build the Japanese battleship Yamato.

Frothingale's case is no sadder than dozens of others with which we are all familiar. He is another routine victim of the American success myth. He anticipated that with success he would at last be able to engage in some of the living which he had previously sacrificed in order to succeed. A dreadful delusion. The fact about success is that it is remorseless. Once it seizes a man, he is compelled to carry it about with him, like a drug habit. It is not enough for him to become a success; he has to continue laboring. And for what? To succeed at being a success.

IF HE HAD KNOWN...

Had Frothingale been aware of this during his boyhood in that tenement house, he might very well have abandoned his gin-sodden father and passed a placid 37 years building plastic battleships and reading archeology.

It would be fatuous to suggest that this would have made him a happier man. In all probability, however, he would not have had to wait until he was 37 years old before asking himself for the first time, "Does anybody here know how you beat this game?"

AMERICAN REVOLUTION--1969

BY

J. J. STUDENT
000-00-0000

ENGLISH 152
INSTRUCTOR: MR. HUDSON
SECTION 90
November 19, 1969

AMERICAN REVOLUTION--1969

"Liberal." Ever since I learned what the word meant, I have, both unthinkingly and deliberately, given myself that title. I felt superior when a more conservative person would say "liberalism equals communism," and I inspired myself with ideology that I considered my own and fresh off the presses of revolutionary thinking. But I have surprised myself lately. Sitting at an SDS rally I feel awkward and out-of-place, like a man in full dress at a barbeque. I ask myself if I am going conservative.

I hope not. The thought is not a good one to me. I have never liked the word "conservative" or agreed with the policies that accompany it. I have equated conservative with a support of the status quo, segregation, "kill reds," right wing, Strom Thurmond, George Wallace, fascism and any other policy or person that even looked cross-eyed at change.

When I say "No" to Patti, the little revolutionary, the representative of all freedom-seeking youth, she calls me a fascist. I am, at this point, tempted to be frivolous and sarcastic about this accusation, but I cannot. It makes my stomach knot up. It makes me sick that, by insane, illogical questioning, I become an attacker and she a defender of the faith, a defender of the absolute truth.

Hundreds of nations and people have claimed to have the truth and have cracked the skulls of their bretheren to let in the light. While I must admire Patti for her adamant devotion, I must also question its authenticity. We all have our own truths, some shared, some opposed

and all in different proportion. I have my beliefs and my disbeliefs, and I like to think that I am strong enough to defend them. But, while I may argue and debate them with you, I will not hit you or try to cram them down your throat. The American revolutionaries, my brothers and sisters, argue but they do not allow debate. Moreover, they are ready and eager to use force to persuade.

I must confess that, until recently, I would teasingly advocate communism primarily to get a rise out of someone. There seemed to be a romantic excitement in it. I was in no way sincere. Now I ask how sincere are the majority of the "radicals?" Perhaps they are doing a little romanticizing only this time with physical violence. How true can any revolution be when spokesmen for it, such as Abbie Hoffman, call it "Revolution for the hell of it?"

I respect the revolutionary ideals that motivated the first Russian Communists or Cuban revolutionaries or the men such as Ho Chi Minh who fought confusing wars of liberation. But these ideals are dirtied when middle-class and upper-class American children flatter themselves by calling themselves Communists. Infantile leftism, which was Lenin's name for it, bores me. Why can't people see the difference between the romantic game of revolution and true mass revolution? I admire greatly the Czech students, the East Berlin students, and the young men and women of Poland and Hungary and Russia who fight desperately for the right to protest--a freedom that their American, self-proclaimed, fellow rebels possess, enjoy and abuse. I find the parallel that American revolutionaries like to draw between themselves and students of eastern Europe vulgar and stupid. The Czech or Russian student who struggles for liberties may pay for his demands with jail terms, ruined health,

retribution on his family and even death. To these people a demonstration means a fight for a value one is willing to risk his life for. An American office-occupier who is dragged out by the police can hardly be called a hero. He is not one who pays with life but merely with fifty dollars bail.

From a logical point of view, much of the ideology and actions of the American revolutionary turns out to be a repeating of old, worn-out, discredited phrases and tantrum-throwing in the streets. One small example of the illogical philosophy of these people can be seen in a leaflet handed to me on the sidewalk. It informed me that I lived in a country where my rights were oppressed and that "more and more people know it. Black people, brown people, young people and the unions of working whites know it and all are ready to fight." I felt well-informed, but why is it that it is "the unions of working whites" who oppose the militants the most? It is these men who most often say, "Punch all the heads you want--just keep order."

The most illogical part of the philosophy is talk of a revolution of the young to overthrow the entire system. There has never been a successful full-scale revolution of youth, by youth and for youth. What kind of revolution is it when the mass majority of a country is perfectly happy with the status quo? Revolution must include everybody to succeed. It would be impossible to make a revolution without the support of middle-aged housewives, grocery store clerks, white-collar and blue-collar workers and all kinds of people of all ages. In spite of the large number of American youth, they are not a sufficiently strong force to mobilize an entire nation which is necessary for a total upheaval. They have succeeded in making a mark on history, but

whether it will be remembered as a time of awakening and awareness remains to be seen.

The street tantrums seem to be without honest cause and dignity. Street-fighting radicals demand all possible privileges from the order they try to tear down, and resistance against them is called oppression. It seems to me that anyone who seeks a fight should acknowledge the rights of others to fight back in self-defense. However, I in no way approve of the excessive force demonstrated by the cops at the Democratic Convention in Chicago. Violence on any side is wrong and, in most cases, only brings counter-violence.

When I confessed that I would sometimes advocate communism to amuse myself, I was doing it to escape for a while into a world of romantic fantasy. The champion against evil has always been my Walter Mitty, and it seems that many of the student radicals are trying to live a dream. When asked, "What after the revolution?", few concrete answers are given. Writers talk about the "chic" revolutionary, and there is a sort of cocktail vogue of revolution (don't tell anyone that daddy pays two hundred a month for my apartment). There is a fad of indulging in sweeping criticism of America and of Man himself. It is an easy pose to strike. Currently, it is cool to be profoundly pessimistic. Anyone can rattle off a dozen disastrous historical blunders of our country and a dozen social ills, but it takes perspective and sometimes even courage to speak of the good. That mention of good is usually met with smart cliches and the defender of good is exposed as a naive Pollyanna who believes all she is fed.

Of course America is not perfect. I can see that, you can see it, and especially the people who suffer can see it. But these people who

suffer, like the Appalachians, are not out in the streets breaking windows to help the cause. I suppose they haven't middle-class incomes to afford train tickets to Chicago, I'm sure they haven't the right clothes for it, and, as far as I can see, no one has taken time to slog through the mud of the back roads of the hard-core poor to hand out SDS leaflets. This revolution has been derived from middle-class and upper-middle-class boredom. Someone once said the Kennedys could afford to be Democrats, so, perhaps, the American revolutionaries can afford to be revolutionaries for the hell of it.

All my life the word in my family has been "constructive"--a constructive use of one's time, one's life, one's thinking. It seems a shame that so much energy will go to waste. Rights and screaming will not open eyes and ears, it will close them. Rioting will not move the masses out of stagnant democracy, it will move the mass toward swift back-lash. The masses are not made up of college-educated, liberal, worldly Americans but of the day-to-day man of the streets who does not know what is going on, only that he doesn't like it.

Why don't the radical groups, instead of tearing up "Pig City," push for new and better legislation? A lot more could be done to help America, but not through violence. Violence will only get backlash. Instead of blowing up a factory to prevent pollution, why not push for strict control against polluting our skies and water. Instead of fire bombing military centers, why not find progressive candidates to run for office? The weak attempt of McCarthy toward constructive change was not enough, but it was a start in the right direction.

If all of this says yes, I am going conservative or rightest or "fascist," then I have missed my own point. I still call myself a

liberal, but now I am an impatient liberal.

THE FLOWERING OF ROOM 292

BY

J. J. J.
111-11-1111

ENGLISH 152
INSTRUCTOR: MR. HUDSON
SECTION 22
April 1, 1970

THE FLOWERING OF ROOM 292

When one is given an invitation to make his life more meaningful, how can one refuse? An offer such as this might come but once in a lifetime or, more conveniently, Monday, Wednesday, Friday at nine o'clock in A-292. I was invited to attend a sensitivity class last week with the warm promise that I could participate too.

Doctor Stegner, our sensitivity leader and a fairly nice guy, opened the session by inviting us to sit on the floor and smoke if we wanted to. Then he asked how we felt, waited through a moment of no response, and asked who wanted to begin. I was happy and pleasantly relaxed before I went into A-292 but now, so quickly nestled in unexpected cozy intimacy on a linty blue carpet, my palms started to sweat. A girl, obviously one of the most sensitive among us, released a cloud of smoke, leaned back against the wall, and said, "Well, I think we all feel nervous that you might call on us." A murmur of guarded emotion swept across the room. Wow! What insight. Does someone really feel like me? A courageous thinker in dark glasses said that, in his opinion, our nervousness was due to our regimented society. This set off vigorous nodding in all directions from those eager for the meaningful discourse to get underway but not yet up to it themselves.

Doctor Stegner looked hopefully toward Dark Glasses and said, "Yes?"

Dark Glasses: "This class is just not reality to me. I might be dreaming like."

Boy Pressing His Temples: "Do you think the dark glasses you are wearing are reality?"

First Girl: "Are you in there in your own private world? Are you afraid you might get hurt?"

Dr. Stegner: "Yes?"

Dark Glasses: "I've got pink eye."

Temple Presser: "Reality to me is the swollen belly of hunger or the agony of death, or the stench of poverty. What do you think, Dr. Stegner?"

Dr. Stegner: "Call me Ron."

Girl With No Bra: "Now is that a defense mechanism--trying to be a part of the young generation?"

Dr. Stegner: "Yes, it probably is. I've got a lot of hang-ups. You notice no one is sitting behind me."

No Bra: "Yes."

My heart filled in gratitude as I sat quietly, unable to speak, surrounded as I was by those treasures of the intellect and spirit--complete honesty, simplicity and, above all, sensitivity.

Doctor Stegner continued. "We are all driven by drives and needs. If you went without breakfast, you would probably have hunger as your main drive right now. Tell me," he said to a restless student who sat noisily searching and slapping at the many pockets of his Cuban Liberation jacket, "What's going on in your mind? Your eyes are rolling all over the place."

Rolling-Eyed Pocket Slapper: "Ah... ah..."

Dr. Stegner: "Yes. And then there are racial grounds that govern our separate human emotions. We should ask this black girl if she feels alienated from the white class around her. Do you have trouble identifying?"

Black Girl: "Huh?"

Dr. Stegner: "Do you identify with what is being said or do you feel, excuse, that because you are black you cannot open up to whites?"

We became alert, delicately pretending we were not pressing her with too much attention. A contribution was coming up. Silent encouragement quivered in the air. We were pulling for her. We were sympathetic. We were a whole roomful of wonderful human beings.

Black Girl: "Man, you're crazy."

Dr. Stegner: "Yes, perhaps. You notice there is no one sitting behind me."

I leaned forward--keen, tense, sensitive--letting the rich discussion pour into me.

Girl Wearing "Israel IS" Button: "People have become alienated because the rich capitalists make war and buy and sell human emotions."

First Girl: "Anybody have a match?"

Dr. Stegner: "Yes."

Black Girl: "May I be excused?"

Dr. Stegner: "Yes."

Israel IS: "I am so completely unable to identify with an imperialist nation that takes homes away from people and occupies the land as conquered territory."

Loud Voice: "Toss the matches back here."

No Bra: "Well, I can't identify with the prison bars of our social mores that keep man from being his beautiful self."

Israel IS: "You said it."

No Bra: "Patriotism is the scoundrel's refuge."

Temple Presser (taking out paper and pencil): "That's very good."

Black Girl: "Hi! I back."

It was a fine hour, really. By working together, communicating, inspiring one another and just plain caring, we blazed our way to the fundamental truths. We had to hurry a little at the end for time was running out, but, in a quick summary, we agreed that our society was totalitarian and strictly limiting, that man was a criminal race and history an upward climb on a ladder slick with blood to a civilization synonymous with barbarism. All this in one hour.

Doctor Stegner closed the class by saying, almost sadly, "I must admit we all have our hang-ups, but," brightening, "wasn't this fun? Shall we meet again next week?"

THE WEAKER SEX?

An Editorial

Last week in Atlantic City, Miss America was crowned. But another "crowning" took place which went unnoticed by many who were preoccupied with the beauty of this year's pageant. It was the "crowning" shame of the liberated twentieth century woman.

In front of convention hall trooped the vanguard of these liberated ladies carrying signs which read "The Living Bra - The Dead Soldier!" "Miss America Sells It!"--and much worse! In the words of their spokesmen (or spokeswomen), they were there on the boardwalk to declare the emancipation of America's women from "the service of an overall system of domination and repression." They were there to crown their own Miss America - a live sheep - and to discard items of repression (padded bras, false eyelashes, stenographers' notebooks) into "freedom's trash can."

These women, members of a group called Women's Liberation, did their thing and we found it disgusting. The whole spectacle was another pathetic effort by the left to capitalize on the problems of the "oppressed" in America. To their credit, most women who witnessed the shenanigans of the demonstrators were even more displeased than their male counterparts. When we asked their views, most of the female onlookers reacted by questioning the femininity of the protesters. We had to agree that the liberated ladies were not very attractive nor very ladylike.

It seems to us that the issues in this protest are not unlike those raised by many campus protests. But while the issues are real, they are badly distorted and inflated by leftist spokesmen. To be sure, women, like students, have a point when they demand a greater

control over their lives. But both groups are guilty of gross exaggeration to call themselves oppressed. Such students and women must face one essential fact of life which adults of both sexes have always accepted: that none of us enjoys complete autonomy in any civilized existence.

They must also realize that without standards of behavior we have even less freedom than we presently enjoy. In fact, without standards of morality and clearly distinguishable sex roles the basis for our existence is threatened. To cut through a detailed analysis of these roles and the institution of the family, let us simply remember that women have at least one vitally important talent: bearing children.

We might finally remind the girls on the boardwalk that like students who occupy buildings and destroy property in the end they will only do violence to themselves by such revolting displays.

THE FOLLY OF CENSORSHIP

by

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ENGLISH 152
INSTRUCTOR: MR. CLELAND
SECTION 06
October 12, 1970

THE FOLLY OF CENSORSHIP

In Australia, a Melbourne magistrate has ruled that the American novel, Portnoy's Complaint, is obscene. But he added that the book "is also a work of recognized literary merit." He fined the publishers $435 in costs.[1]

The author of this novel, Philip Roth, is not the first to feel the wrath of the censor. Socrates, as most will recall, suffered a most severe censorship for "corrupting" the minds and morals of young Athenians. John Milton (a Puritan, no less!) attacked censors and their trade in Areopagitica as "either ignorant, imperious and remiss, or basely pecuniary." And in our own time, Mr. Justice Douglas summed up the history of censorship with the comment that "experience in this field teaches...that censorship of obscenity has almost always been both irrational and indiscriminate."[2]

Why, therefore, do we in this country continue to struggle with definitions of "obscenity" and "pornographic" in an effort to make censorship possible? Many feel that the effort must be made in order to protect the young. Others will argue that like great civilizations before us, we would be innudated by a sea of filth without censorship. However, these views are largely based on fear and devoid of any understanding of the facts which clearly point to the need to abolish all censorship on moral grounds of material either written or visual.

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[1] "Book Banned in Australia," The Detroit Free Press, November 10, 1970, p. 14, col. 8.

[2] John H. Merryman, "The Fear of Books," Stanford Today, October 1966, p. 47.

In the first place, it has been impossible for any court to fix a definition of obscenity. Every attempt to do so has been either overturned by a higher court or revised at a later date. But even if it were possible for 200 million Americans of diverse backgrounds to agree on a definition of obscene, it would still be unwise to restrict free speech[3] in accordance with this definition. This is true simply because the law is not a moral instrument except when an act is in some way harmful to society. Clearly, "pornography" or obscene material is not harmful other than as an offense against the personal taste or moral convictions of an individual or group. But since no individual or group is required to view or read "pornography," making it available need not offend them.

Plainly, the fear that obscene material will lead to increased crime is unfounded. The now famous Danish experiment proves this beyond any doubt. When Denmark revoked all laws concerning "pornography" several interesting events transpired. Sex crimes actually dropped an average of twenty per cent over a two year span and after a brief flourish, the trade in "pornographic" materials also dropped drastically. Bookstores which had sold primarily sex material were forced to return to other literature in order to make a profit. In simple terms, people became bored with the commonplace.[4]

As for the fear that our culture will be corrupted by too much emphasis on sex, history teaches us quite the opposite. Neither the

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[3] The term "free speech" has been broadly interpreted by the courts to include films, recordings and other such media.

[4] See Harold Russell, "The Danes and Sex," Life, (June 14, 1970), p. 44.

Roman Empire, nor the Third Reich fell for such trivial reasons as too many dirty books and films. Sir Wilbur Townsley, historian and Professor of Sociology at Cambridge, wrote in reply to this fear: "The study of history cannot be reduced to what men did in their beds. It is absurd to believe that Rome with all its complex economic, political and military problems could have stood much longer if only Romans had ceased enjoying sex." Moreover, if the Danish experience is valid, we can expect that after a society becomes bored by what was formerly forbidden the citizens can look to more important pastimes with increased interest and enthusiasm.

In addition, removing censorship laws will produce several positive changes in our society. Along with a reduction in the number of actual crimes, we can anticipate fewer arrests and trials providing some badly needed relief for our crowded courts. Furthermore, by declaring the sale of "pornography" legal, we can regulate its flow so as to restrict it to adults. Certainly, of course, children will still illegally obtain "pornography" just as they do alcohol. But no bootleg industry can survive on the demand created by those under 18.

Another substantial benefit to be derived by legalization of "pornography" is to guarantee that literature of "recognized literary merit" will be read for the right reasons. Teachers, particularly at the college level, often find it difficult to direct the attention of their students to the literary value of such "obscene" material as Portnoy's Complaint. Libraries often will not stock such material and bookstores will not sell such books even to college students. This is

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[5] Sir Wilbur Townsley, "Sex and History," Yale Law Review, XXI (April 1967), p. 68.

all clearly very foolish and could be stopped with sane legislation.

The final and perhaps most important advantage to be derived from abolishing censorship laws, is psychological. In the opinion of many psychologists,censorship of sexual material is the real source of perversion because it prompts normal people to seek abnormal outlets for a normal drive.[6] In other words, the desire to read about and view sexual acts is normal, but inhibiting that drive both enhances and perverts it. If this were not so, sexual interests would become more readily acceptable to normal, healthy individuals and certain abnormal interests and activities would be diminished. These psychologists suggest that a wide range of sexual problems resulting from a rigidly negative attitude toward sex might begin to disappear. As Dr. Eberhard Kronhausen, a noted European psychiatrist has observed, "in America, problems such as homosexuality, sexual fetishes and sadistic or masochistic sexual practice are quite common because children are reared in such a rigid atmosphere as regards sex."[7] Dr. Kronhausen adds that individuals who indulge in such acts must find sexual gratification by violating sex codes. This is a habit developed early in life when outlets for normal sex drives were forbidden.

In the United States, we have always prided ourselves as a nation which leads the world in so much that is modern. And yet we are struggling with a sixteenth century conscience as regards sexual behavior.

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6 J. D. Percy, Society and the Law (New York, 1968), p. 49.

7 Eberhard Kronhausen, "Sexual Abnormalities," in Psychology, Sex and the Law, ed. Carl Stevens and Martin L. Sloan (New York 1966), p. 49.

For this priviledge we pay an unusually high price. Our courts are needlessly filled with psuedo-sex criminals; our best authors are harassed by prudish censors; our right to free speech carelessly limited. It is time to put an end to all this and return to the twentieth century.

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Merryman, John H. "The Fear of Books," Stanford Today, October 1966, pp. 47-50.

Percy, J. D. Society and the Law. New York: Knopf Publishing, 1968.

Russell, Harold. "The Danes and Sex," Life, X (June 14, 1970), pp. 40-44 et passim.

Townsley, Sir Wilbur. "Sex and History," Yale Law Review, XXI (April 1967), pp. 65-70.

OUTLINE OF ARGUMENTATIVE ESSAY ON PORNOGRAPHY

EXORDIUM: The entire first paragraph. To shock us into reading further, the writer depends on the irony in the statement that a book of recognized literary merit has been banned.

EXPOSITION AND NARRATION: All of paragraph two is a very brief exposition of the history of censorship. Were this account more detailed, it could be narrative.

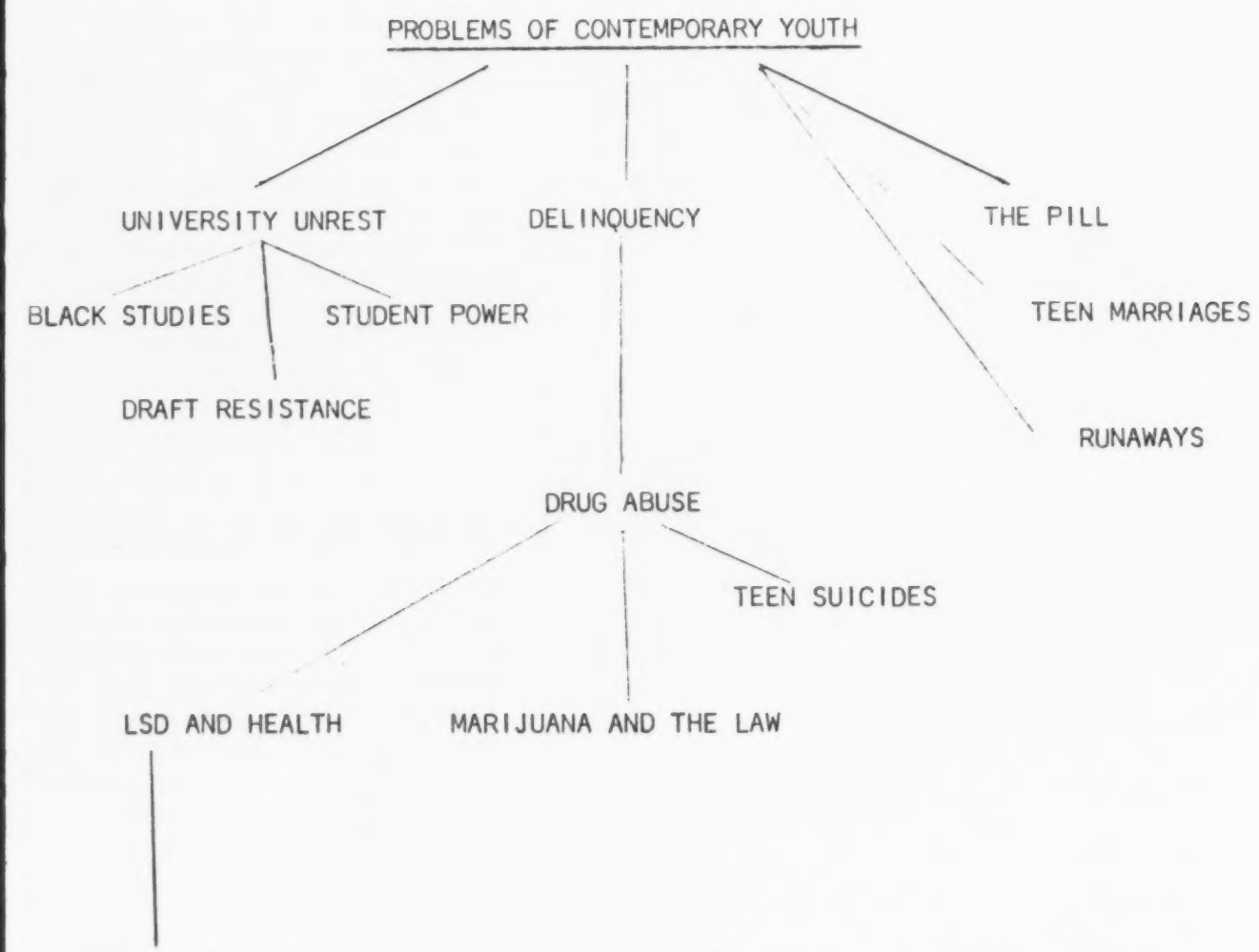
THESIS: This comes in the last sentence of the third paragraph, although the entire paragraph builds to the thesis statement by suggesting the views to be refuted.

REFUTATION: This comes in paragraphs 4, 5, and 6 where the writer demonstrates the weakness of the arguments for censorship on moral grounds.

CONFIRMATION: This comes in paragraphs 7, 8, and 9 where the writer cites the benefits to be gained by abolishing such censorship.

END (SUMMARY): This comes in the last paragraph in the form of a summary and restatement of the thesis.

SELECTING A TOPIC FROM A GENERAL SUBJECT



TENTATIVE THESIS: The use of LSD by young people represents a serious hazard to their health.

FINAL THESIS: (Can you write a thesis statement for this topic that is adequate?)

BIBLIOGRAPHY CARDS

Carper, Jean
Bitter Greetings; the Scandal of the Military Draft
New York: Grossman Publishers Inc, 1967.

Card for a book

Note that all the information is included on this card for a book. The form is the same as would be used for the final bibliography to be included in the research paper. What are the advantages to using the correct form for a bibliography entry even at this stage of your research?

Chapman, Bruce K.
"Politics and Conscription: a Proposal to Replace the Draft," in The Draft, ed. Sol Tax.
Chicago: University of Chicago, 1967. pp. 212-214

Card for an essay in a book

This card is for an essay in a collection of essays edited by Sol Tax. The information is again complete and the form is as it would appear in the final bibliography but for a single item. Can you spot the slight but necessary deviation?

Gilliam, Richard
"the Peacetime Draft: Voluntarism to Coercion,"
Yale Review, LVII (June, 1968)
pp 495-517

Card for a magazine article

Again this card follows form and is complete. Notice that the student has not omitted the very important date and volume of the issue.

In this case there is an author for the article. However, many magazine articles are unsigned. Such exceptions are discussed fully in your text on pp. 326-335.

NOTE CARDS

The form for note cards is not as important as for bibliography cards. But there are some principles which should be observed. These are discussed in some detail on page 312 of WORDS AND IDEAS. The most important rule is that note cards must be done carefully enough to be useful without creating confusion and delays. Too often a hastily prepared note card or bibliography card means an extra trip to the library.

Note that this card begins with the author and an abbreviated title. If you have reached the stage of having a tentative outline, you should begin the card with a heading which indicates the section of the outline to which the information is assigned.

III A

Carper, Jean Bitter Greetings

"It is true that the military, because of its surfeit of cheap manpower supplied by the draft, flagrantly misuses its men. Pay is at subsistence level; the housing on base is deplorable; skilled men are wasted on menial jobs; soldiers perform duties that could be better done by hired civilians" p. 176.

"we pay our beginning soldiers less than any other NATO country . . . " p 177

Study the information and the care with which it is recorded. The page numbers are indicated for each quote. Quote marks are used because you may wish to summarize or paraphrase long sections from sources. In that case no quote marks would be needed.

Also note that the second quote contains an ellipsis at the end. If you do not know how to use this device, check your text page 312.

CHECKLIST: FORMAL ARGUMENTATIVE PAPER

INTRODUCTORY PARAGRAPH	YES	NO
Does the paragraph begin with an interesting introduction of the topic?	___	___
Is the topic sufficiently explained or narrated?	___	___
Is there a thesis statement?	___	___
Is the thesis debatable?	___	___
Is the thesis sufficiently narrowed?	___	___
Is the thesis objective?	___	___
Is the thesis capable of objective proof?	___	___
Is the thesis the controlling idea for the paper?	___	___
BODY		
Is the proof divided between confirmation and refutation?	___	___
Does the proof fairly present the opposition point of view before it disproves it?	___	___
Is adequate coverage given to the opposition point of view?	___	___
Is adequate coverage given to the confirmation of the thesis?	___	___
Does the proof rely heavily on factual or authoritative evidence?	___	___
Is the proof free of fallacies?	___	___
Is the thesis supported and proved by the evidence presented?	___	___
Is the evidence in the proof consistently related back to the thesis?	___	___
END		
Is the summary an appropriate length?	___	___
Does the conclusion reconfirm the thesis and argue for its relevance?	___	___

COMMON LOGICAL FALLACIES

1. VAGUE AND MEANINGLESS LANGUAGE (EQUIVOCATION)

   Failure to clearly define key terms or the use of ambiguous language to cover weak argument. EQUIVOCATION is specifically the shift in meaning of an important term during an argument.

2. BEGGING THE QUESTION (CIRCULAR ARGUMENT)

   This is the error assuming the truth of the conclusion which is to be proven in that particular argument.

3. IGNORING THE QUESTION (RED HERRING)

   This is the device of raising an issue which, although unrelated to the main argument, serves to distract from it. The distractor will usually be very dramatic or will arouse passion in the audience.

4. NAME CALLING (ARGUMENT AD HOMINEM)

   To attack the person instead of his argument. This device is no substitute for evidence in refutation. The Latin means roughly "argument to the man."

5. SAMPLING (HASTY GENERALIZATION)

   When a general conclusion is reached (or jumped to) after examining too little evidence. If the evidence is chosen to distort the conclusion, it is specifically known as sampling.

6. EXAGGERATION (OVERSIMPLIFICATION)

   These fallacies are self-explanatory. To exaggerate any part of an argument means to distort by overstatement. To over simplify means to do nearly the opposite.

7. FALSE CAUSE (POST HOC)

   This includes a number of errors in suggesting a causal relationship where none exists. It may be that no relationship exists or that the relationship has been oversimplified.

8. STEREOTYPE

This is a false generalization about a class of objects or people. The error is in ignoring the individuality of members of the class. What is true about one member of the class may not necessarily be true of any others.

9. EXTENSION (REDUCTIO AD ABSURDUM)

To distort an argument by extending the conclusion to an absurd extreme not suggested or permitted by the premises.

10. COMPOSITION AND DIVISION

These errors are opposite sides of the same counterfeit coin. Composition is to hold that what is true of the whole is true of every part, while division is to argue that what is true of a part is true of the whole.

11. EITHER/OR (FALSE DILEMMA)

To suggest only two choices when, in fact, there are many other possibilities.

12. TWO WRONGS

To justify an obvious error by pointing to another error made by someone else. Often that someone else is the opposition in the argument.

13. WEAK ANALOGY OR COMPARISON

This is the device of comparing things or situations when actually there is little or no basis for comparison.

SELECTED BIBLIOGRAPHY OF RESEARCH AIDS

This list is intended as a research aid but is greatly abbreviated. There are many books and indexes for special fields other than Literature and American Life and History. If the student is researching in areas such as architecture, art, communications, economics, law, music, political science, psychology, religion, sociology, or any of the many other special fields, he should ask the reference librarian for help in locating the appropriate journals, encycolpedia or bibliographies.

Nearly all of the sources listed below are presently available in the Orchard Ridge LRC.

ENCYCLOPEDIAS

Good sources for short, condensed articles on many subjects written by specialists, frequently include illustrations, maps, and bibliographies.

General

1. Encyclopedia Americana
2. Encyclopedia Brittanica
3. Encyclopedia International
4. Colliers Encyclopedia
5. World Book Encyclopedia

Special

1. Columbia Encyclopedia (1 Volume)
2. Lincoln Library of Essential Information
3. New Catholic Encyclopedia
4. Jewish Encyclopedia
5. Encyclopedia Canadiana
6. Encyclopedia of Philosophy
7. Encyclopedia of Religion & Ethics
8. Encyclopedia of World Art
9. Encyclopedia of Mental Health
10. McGraw-Hill Encyclopedia of Science and Technology
11. Encyclopedia of Social Sciences

Selected Bibliography of Research Aids, Continued

YEARBOOKS, ALMANACS, AND OTHER WORKS SUPPLEMENTING ENCYCLOPEDIA WITH RECENT CONDITIONS AND STATISTICS

1. World Almanac (Ref. AY 67 .N5 W7 1968)
2. Information Please Almanac (Ref. AY 64 .I55)
3. Whitaker's Almanac (Ref. AY 754 .W5)
4. Readers' Digest Almanac (Ref. AY 64 .R4)
5. Economic Almanac

BIOGRAPHICAL DICTIONARIES AND INDEXES

1. Biography Index
2. Who's Who in America
3. Who's Who (Great Britain)
4. Current Biography
5. Contemporary Authors
6. Dictionary of American Biography
7. Dictionary of National Biography
8. Kunitz, British Authors of 19th Century
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12. European Authors, 1000-1900

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5. Hoffman, Hester, Reader's Adviser
6. Collision, Robt. L., Bibliographies, Subject and National 2nd ed. NY: Hafner Publishing, 1962
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2. Reader's Guide to Periodical Literature, 1900-date
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4. Social Science and Humanities Index, 1965-date
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6. Applied Science and Technology Index
7. Art Index
8. Business Periodical Index
9. Educational Index
10. New York Times Index
11. Times, (London) Official Index, 1906-date
12. Ulrich's Periodical Directory, 10th ed., 1960
13. Annual Magazine Subject Index, 1906 -date

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1. Book Review Digest, 1906-date
2. Book Review Index, 1965-date
3. Index to Book Reviews in Humanities, 1960-date
4. Subscription Books Bulletin (Now--Booklist and Subscription Books Bulletin)
5. Library of Literary Criticism of English and American Authors, 1680-1904 (Ref. PR 83 .M73-8 volumes)

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2. Speech Index, 1935-1961
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4. Stevenson, B. E. Home Book of Quotations, Classical and Modern (Ref. PN 6081 .S73)
5. Smith, W. G. Oxford Dictionary of English Proverbs (Ref. PN 6421 .S6)

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11. Granger's Index to Poetry
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13. Play Index
14. The American Novel, 1789-1959 (Ref. Z 1231 .F4 G4)
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4. Kolb, William, et al. A Dictionary of the Social Sciences
5. Shipley, Joseph. Dictionary of World Literature
6. Groves Dictionary of Music and Musicians
7. English, Horace and English, Ada. A Comprehensive Dictionary of Psychological and Psychoanalytic Terms

MANUSCRIPTS

1. National Union Catalog of Manuscript Collections, 1959

SUGGESTED LIBRARY PROJECT

STEP 1: Read very carefully section 2, "Using the Library" in Chapter Nine of Words and Ideas. This will familiarize you with some of the reference sources in a good library or the LRC.

STEP 2: Go to the LRC and ask for a copy of the Handbook published for the facility on this campus. This will explain the organization of our collection and location of the various research tools such as microfilm and the subject, title and author catalogues. Be certain to study the format of these catalogues carefully as they are different from the card catalogues used in other libraries.

STEP 3: Turn to page 301 in Words and Ideas and complete in writing exercises A, B, C, E, F, and H.

STEP 4: Submit written report on step 3 and take quiz over steps 1 and 2.

WORKSHEETS TO ACCOMPANY TAPES

WORKSHEET #1

DIAGRAM A

THE DIVISIONS OF WRITING

1. EXPOSITION: AIMS TO EXPLAIN OR CLARIFY

DEVELOPED BY: DEFINITION
CLASSIFICATION AND DIVISION
EXAMPLE AND ILLUSTRATION
COMPARISON AND CONTRAST
CAUSE AND EFFECT ANALYSIS
PROCESS ANALYSIS

2. ARGUMENTATION/PERSUASION: AIMS TO CONVINCE THE READER OF THE TRUTH OF A POSITION AND/OR TO MOVE HIM TO ACTION

DEVELOPED BY: INDUCTIVE LOGIC
DEDUCTIVE LOGIC
ANALOGY

3. DESCRIPTION: AIMS TO PRESENT PHYSICAL DETAILS AND IMPRESSIONS OF A SUBJECT

DEVELOPED BY: POINT OF VIEW
DOMINANT IMPRESSION

4. NARRATION: AIMS TO RECOUNT THE DETAILS OF AN EVENT (TO TELL A STORY)

DEVELOPED BY: TIME ORDER
MOTIVE
CONFLICT
POINT OF VIEW

Worksheet #1, continued

THE METHODS OF DEVELOPMENT DEFINED

1. DEFINITION: This method consists simply of defining an abstract or general term by establishing the limitations of the meaning of that term. The term will be given early in the paragraph and then it will be defined by stating the limitations or "class boundaries" that the term implies. For example, a triangle may be defined as a geometric figure with three sides and three angles. We could then go on to define the kinds of triangles: isosceles, right, equilateral, and irregular. Note, however, that we are not describing a particular triangle of particular dimensions and angles.

2. CLASSIFICATION/DIVISION: This method consists of classifying objects into groups or subdividing groups into individual objects. People, for example, may be classified into racial groups, but a racial group may be divided into nations, or sections of a nation, or into individuals that make up a section.

3. EXAMPLE AND ILLUSTRATION: This method offers concrete examples or illustrations to support a general statement. The general statement will usually be near the beginning of the paragraph in the form of a topic sentence. The examples will follow as details of development in the succeeding sentences.

4. COMPARISON/CONTRAST: This method simply compares the features, characteristics, or qualities of two or more persons, places, or things. In order for a paragraph to use this development, two or more items must be discussed.

5. CAUSE AND EFFECT ANALYSIS: This method examines the causes and/or effects that are involved with a subject. For example, an essay may examine the causes of World War I and its effect on the organization of nations in the world.

6. PROCESS ANALYSIS: This method of development traces the steps in a sequence or process of development. The process may be a sequence of events in time or a historical process. It may be a logical process involving the steps in an argument. Or, it may be a series of steps relating how something is done, called a process.

Worksheet #1, continued

EXAMPLE #1

EXPOSITION

The eye operates like a simple box camera. Such a camera has four essential parts: a shutter, a lens, a chamber box, and a sensitized plate or film. The shutter's job is to allow light to pass through the lens. The lens is a circular piece of glass with curved faces to concentrate the light upon the plate or film. After being concentrated by the lens, a beam of light must pass through the chamber to reach the sensitized plate. The sensitized plate or film then receives an impression of the projected image.

The corresponding parts of the eye are the iris, the lens, the vitreous body, and the retina. The iris is a muscular diaphragm...

THESE PARAGRAPHS ARE DEVELOPED BY: (CHECK ALL THAT APPLY)

1. ___DEFINITION
2. ___CLASSIFICATION AND DIVISION
3. ___EXAMPLE AND ILLUSTRATION
4. ___COMPARISON/CONTRAST
5. ___CAUSE AND EFFECT
6. ___PROCESS ANALYSIS

Worksheet #1, continued

EXAMPLE #2

ARGUMENTATION

But if the Negro is a man, is it not to that extent a total destruction of self-government to say that he shall not govern himself? When the white man governs himself, that is self-government; but when he governs himself and also governs another man, that is more than self-government--that is despotism. If the Negro is a man, why then does my ancient faith teach me that "all men are created equal," and that there can be no moral right in connection with one man's making a slave of another.

--Abraham Lincoln, 1854

THIS PARAGRAPH IS DEVELOPED BY: (CHECK ALL THAT APPLY)

1. ____DEFINITION
2. ____CLASSIFICATION AND DIVISION
3. ____EXAMPLE AND ILLUSTRATION
4. ____COMPARISON AND CONTRAST
5. ____CAUSE AND EFFECT
6. ____PROCESS ANALYSIS

Worksheet #1, continued

EXAMPLE #3

DESCRIPTION

The "Red Death" had long devastated the country. No pestilence had ever been so fatal or so hideous. Blood was its avatar and its seal--the redness and horror of blood. There were sharp pains, and sudden dizziness, and then profuse bleeding at the pores, with dissolution. The scarlet stains upon the body and especially upon the face of the victim were the pest ban which shut him out from the aid and from the sympathy of his fellowmen. And the whole seizure, progress, and termination of the disease were the incidents of half an hour.

--Edgar Allan Poe, "The Mask of the Red Death"

THIS PARAGRAPH IS DEVELOPED BY: (CHECK ALL THAT APPLY)

1. ____DEFINITION
2. ____CLASSIFICATION AND DIVISION
3. ____EXAMPLE AND ILLUSTRATION
4. ____COMPARISON AND CONTRAST
5. ____CAUSE AND EFFECT
6. ____PROCESS ANALYSIS

Worksheet #1, continued

EXAMPLE #4

NARRATION

When I was eleven, I became possessed of an exaggerated fear of death. It started one quiet summer afternoon with an explosion in the alley behind our house. I jumped from under a shade tree and trailed Poppa toward the scene. Black smoke billowed skyward, a large hole gaped in our barn...

Then once,with two friends, I had swum along the muddy Marmaton River, trying to locate the body of a Negro man. We had been promised 50¢ apiece by the same white policeman who had shot him while he was in the water trying to escape arrest,..

One night at the Empress Theatre, I sat alone in the peanut gallery watching a motion picture, "The Phantom of the Opera." When the curious heroine, against Lon Chaney's warning, snatched away his mask, and the skull of death filled the screen, I screamed out loud...

THESE PARAGRAPHS ARE DEVELOPED BY (CHECK ALL THAT APPLY)

1. ____DEFINITION
2. ____CLASSIFICATION AND DIVISION
3. ____EXAMPLE AND ILLUSTRATION
4. ____COMPARISON AND CONTRAST
5. ____CAUSE AND EFFECT
6. ____PROCESS ANALYSIS

WORKSHEET #2

THE SATIRE

SATIRIC ATTEMPTS TO PERSUADE THROUGH RIDICULE

IT MAY BE:

IRONIC	OR	SARCASTIC
GENTLE AND AMUSING	OR	HARSH AND BITTER
PERSONAL AND INDIVIDUAL	OR	ABSTRACT AND PHILOSOPHICAL
FICTION	OR	NON-FICTION
IMITATIVE (PARODY)	OR	DIRECTLY CRITICAL

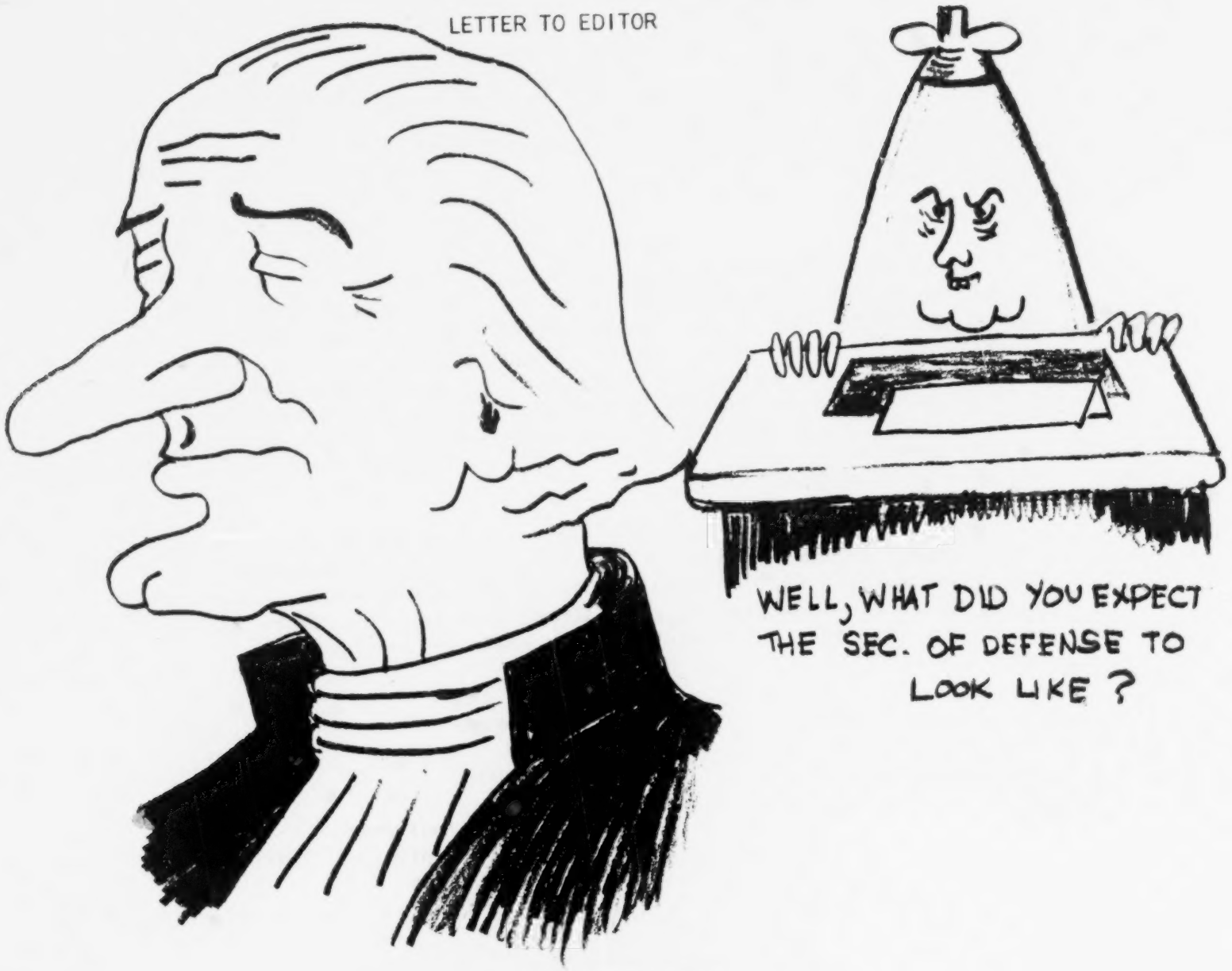
"Another beautiful day!"

PERSPECTIVE: JOY

TONE: DISPLEASURE

IRONY OR SARCASM

Worksheet #2, continued


LETTER TO EDITOR
FIRST IN WAR, SECOND IN PEACE AND 46% IN THE POLLS OF HIS COUNTRYMEN
WELL, WHAT DID YOU EXPECT THE SEC. OF DEFENSE TO LOOK LIKE?

Worksheet #2, Letter to Editor, continued

Re: "Sex Education is Part of a Communist Plot"

Dear Editor:

I am quite disturbed by your article. I believe that "Sex Education is Part of a Communist Plot" (which appeared in the last issue of INTER-LINK) is part of a Communist plot to destroy one whole generation of American youth. What happens if we go along with this plot and deny sex education to our youth?--Why naturally, with no sex education the young people will fail to reproduce and will walk around frustrated and not even know why. Then, when we are a nation of old men, the dirty-commie-rat-finks (i.e., bad guys) will take over.

To counteract this dastardly plot, which might be called an "anti-plot," a "reverse plot," or a "plot-plot," I have formed a new organization: "Educational Rights of Tots in Canada and America" (EROTICA). Donations may be made directly to me. By return mail I will send you campaign literature in a plain brown wrapper.

Sincerely,

Robert R. Montgomery
Associate Professor, Dentistry
Highland Lakes

WORKSHEET #3

DIAGRAM A

SELECTING AND NARROWING A SUBJECT

STEP 1: CHOOSE SOME GENERAL AREAS FROM YOUR PERSONAL INTERESTS OR EXPERIENCES

EXAMPLES:

A CAREER	THE COLLEGE I ATTEND
MARRIAGE	PARENTS
THE MILITARY	MY JOB

STEP 2: LIST ALL THE DIVISIONS OF ONE OR MORE OF THESE GENERAL AREAS. TRY TO LIST SMALLER AND SMALLER DIVISIONS.

EXAMPLE: GENERAL AREA: MARRIAGE

CHILDREN
WHEN TO MARRY
RELIGION AND RACE IN MARRIAGE
SEX AND MARRIAGE
HUSBAND AND WIFE ROLES
THE PURPOSE OF MARRIAGE

STEP 3: CHOOSE ONE OF THESE SMALLER DIVISIONS WHICH INTERESTS YOU AND WHICH SEEMS LIMITED ENOUGH FOR THE ASSIGNMENT AND WRITE A THESIS STATEMENT FOR THE PAPER. A THESIS STATEMENT IS A STATEMENT ABOUT THE SUBJECT IN THE FORM OF A DECLARATIVE SENTENCE. IT IS NOT A QUESTION.

EXAMPLES:

CHILDREN
The ideal number of children in a family is two.

THE PURPOSE OF MARRIAGE
Marriage satisfies a basic need and instinct to be loved intensely and exclusively by another human being.

SEX AND MARRIAGE
Premarital sex is necessary to insure compatability and happiness in marriage.

Worksheet #3, continued

DIAGRAM B

SUBJECT	SUBJECT DIVISIONS	THESIS STATEMENTS
	CHILDREN	Premarital sex is necessary to insure...
M		
A	WHEN TO MARRY	Premarital sex leads to guilt and often
R		divorce.
R		
I	RELIGION AND RACE	Man is basically monogamous and should...
A		
	HUSBAND AND WIFE ROLES	Many societies find forms of polygamy to be as
G		natural as...
E		
	SEX AND MARRIAGE	American men must abandon the double standard...
	THE PURPOSE OF MARRIAGE	Free sex and extra-marital sex are unnatural and lead to...

Worksheet #3, continued

DIAGRAM C

THE PERNICIOUS VEGETABLE

THESIS: Although cigarettes have brought certain benefits to man, we must ultimately judge them harmful.

I. Beneficial effects

A. Benefits to society

1. Income for the tobacco industry

a. Farmers
b. Wholesalers
c. Retailers

2. Income for the communications industry

a. Advertising agencies
b. Advertising media

3. Income for the government

a. National tax revenues
b. State and local tax revenues

B. Benefits to the individual

1. Feeling of social ease and acceptance
2. Feeling of self responsibility
3. Feeling of maturity

II. But: harmful effects

A. Income for criminal elements

1. Vending machine racketeers
2. Narcotics and gambling racketeers

Worksheet #3, Diagram C, continued

B. Physical harm to the individual

1. Historical opinions

a. James I's condemnation of tobacco
b. Thackery's characterization of the cigar
c. Edison's refusal to hire smokers

2. Modern findings

a. Impairment of physical stamina

(1) Views of athletes and coaches
(2) Personal experience in sports

b. Relation to heart disease

c. Relation to cancer

(1) Laboratory findings with animals

(2) Laboratory findings with human beings

(a) Lip cancer
(b) Laryngeal cancer
(c) Lung cancer

C. Moral harm to the individual

1. Surrender of one's individuality to the group
2. Surrender of one's destiny to the habit

Worksheet #3, continued

DIAGRAM D

CONFIRMATION: The opinion or point of view to be argued.

REFUTATION: The other possible opinions to be attacked and refuted.

THESIS STATEMENT

REFUTATION: Although cigarettes have brought certain benefits to man,

CONFIRMATION: we must ultimately judge them harmful.

FORMULA: REFUTATION + CONFIRMATION = PROOF

OTHER CONJUNCTIONS AND SUBORDINATING PHRASES :

Even though
While
In spite of the fact that

OTHER THESIS STRUCTURES:

It cannot be denied that cigarettes have brought certain benefits to man. Nonetheless, we must ultimately judge them harmful.

Despite the benefits cigarettes have brought to man, we must ultimately judge them harmful.

Some would have us believe that cigarettes have brought man certain benefits; ultimately, however, we must judge them harmful.

WORKSHEET #4

TWO-PART THESIS

POSITION TO BE REFUTED: [Despite] the claims of the leadership of the radical left that revolution is an effective way to change American society,

POSITION TO BE CONFIRMED: the anarchy generated by violent revolution will only bring greater injustice and repression.

REFUTATION + CONFIRMATION = PROOF

Worksheet #4, continued

SAMPLE TWO-PART PROOF

The radical left argues that revolutions can and have produced positive and sweeping changes throughout history that would have been unattainable by any other means. They point to the American Revolution, the Russian Revolution, and the revolutions in China and Cuba as just a few examples of the efficacy of this tactic. But this is a poor argument because it is based on camparisons which are simply not valid. The Colonies in 1776, Russia in 1917, and even post-war Cuba and China were agrarian economies, devoid of any of the vast bureaucratic and technological power which supports and maintains the United States government.

(THIS REFUTATION MAY BE EXTENDED AND DEVELOPED FOR SEVERAL PARAGRAPHS.)

If, then, revolutions against modern governments can no longer succeed, what will be the result of the repeated attempts of the radical left to overthrow the United States government by violence? Clearly, it can be only injustice and repression. We have already seen evidence of this in the slaying of unarmed college students, the assaulting of peaceful marchers by "hard hat" construction workers, the repressive rhetoric of the Justice Department, and so on. These tragedies should teach all would-be revolutionaries that the polarization of American society will be fatal, not to the government which they oppose, but to the ideals which they espouse: namely, freedom and justice.

(THIS CONFIRMATION MAY BE EXTENDED AND DEVELOPED FOR SEVERAL PARAGRAPHS.)

Worksheet #4, continued

TWO-PART PROOF WITH ALTERNATING CONFIRMATION AND REFUTATION

REFUTATION OF ONE INVALID ARGUMENT FOR VIOLENT REVOLUTION:

The radical left argues that revolutions can and have produced positive and sweeping changes throughout history that would have been unattainable by any other means. They see the Weatherman faction of SDS as Twentieth Century Sons of Liberty, but the comparison is as foolish as the results were different. Whereas the Sons of Liberty were dealing with a Colonial government and an overly-confident occupying army, the Weathermen are openly challenging a vast network of military, political, and police power which regards the Weathermen as slightly zany delinquents. That is why the Weathermen cannot even provoke a serious confrontation. They simply have no base of power or hope of success.

CONFIRMATION OF THE ACTUAL EFFECTS OF REVOLUTION BY THIS MEANS:

But the Weathermen do create an atmosphere of fear because in Twentieth Century America they are given disproportionate attention by the news media. This has led to repression of legitimate activities by politicians who feel the public wants these "long-haired freaks put in their place."

REFUTATION OF ANOTHER INVALID ARGUMENT:

However, there are still those factions of the radical left who, while disapproving of the Weathermen's tactics, still believe that revolution by guerilla resistance is possible. Proclaiming in the underground media and lavatory graffiti that "Che lives," they go about the important revolutionary tasks of bombing CIA offices. But a few bombed CIA offices do not gastrate the American military or even give it a serious stomach ache. On the contrary, the reaction has been much different from what the revolutionaries had supposed. As a reply to the spate of bombing conducted by Che's young admirers, the CIA has begun to collect the names of people who sign books about explosives out of their local libraries. This may sound simply amusing, since even the CIA must realize that revolutionaries steal--not check out--such books. But, in fact, it is a tragic and frightening reaction because it threatens the freedom of thousands of innocent readers who may, as a consequence of their interest in explosives, have their phones tapped and thier privacy otherwise invaded and destroyed.

CONFIRMATION OF THE ACTUAL EFFECT OF GUERILLA ACTIVITIES:

WORKSHEET #5

CRITICAL THINKING

SOURCES: EXPERIENCE / AUTHORITIES

EVIDENCE

EVALUATION

DOCUMENTATION

THE PROCESS

STEP 1: Select and Narrow Subject

STEP 2: Analyze Subject, Collect Information, and Form Tentative Thesis

STEP 3: Evaluate Evidence and Tentative Thesis and Adjust and Finalize Thesis

STEP 4: Write and Document Argument

Worksheet #5, continued

THE FORM FOR LONG QUOTATIONS

The primary difficulty with American schools is organizational. Jerry Rubin has noted this on many occasions. And he speaks for the frustration of more than the long haired dropout when he says,

> You can always tell what the rulers have up their sleeves when you check out the physical environment they create. The buildings tell you how to behave. Then there is less need for burdensome rules and cops. They designed classrooms so that students sit in rows, one after the other, hierarchically, facing the professor who stands up front talking to all of them.[1]

NOTE SPACING: DOUBLE FOR TEXT, SET OFF WITH EXTRA MARGIN, AND THEN SINGLE SPACE FOR QUOTATION.

NOTE FOOTNOTE NUMBER, BUT NO QUOTATION MARKS.

Worksheet #5, continued

INTRODUCING QUOTATIONS

As the former President of Sarah Lawrence College, Harold Taylor, once observed, "the task of reform and education in society has no end, but only new beginnings."[5]

Kingsley Windmer, author and Professor of English at San Diego State College, believes that, "our rebels might, and perhaps will, learn to do better if they continue their education in rebellion."[6]

The President's Commission on Civil Disorders, popularly known as the "Kerner Commission," stated flatly that we were a "divided nation--one white and one black."[7]

Worksheet #5, continued

INTEGRATING QUOTED MATERIAL

INCORRECT: Ronald McGuire described the student revolution in this way: "We must educate people. But our revolution, because it is a revolution of life styles, must be a revolution of the young."[2]

CORRECT: In describing the student revolution, Ronald McGuire agreed that "we must educate people. But our revolution, because it is a revolution of life styles, must be a revolution of the young."[2]

INCORRECT: Peter Martin describes students as "at times they seem almost shell-shocked, survivors of a holocaust in which the past has been destroyed and all the bridges to it bombed."[3]

CORRECT: Peter Martin describes students as "almost shell-shocked, survivors of a holocaust in which the past has been destroyed and all the bridges to it bombed."[3]

WORKSHEET #6

TESTS OF EVIDENCE

EVIDENCE MUST BE:

ACCURATE: free of distortion of a sensory or perceptual nature

RELEVANT: to the point and useful

TYPICAL: representative, "normal"

ADEQUATE: sufficiently large to insure all of the above

TYPES OF LOGIC:

INDUCTIVE LOGIC: gathering a SAMPLE OF EVIDENCE which is ACCURATE, RELEVANT, TYPICAL, AND ADEQUATE and drawing a general conclusion about the class from which the sample is drawn.

ANALOGY: comparing two essentially different objects, ideas, or processes to prove that what is true of one is true of the other.

DEDUCTIVE LOGIC: using given statements (premises) for drawing conclusions.

Worksheet #6, continued

DEDUCTIVE LOGIC

1. MAJOR PREMISE: All OCC students are enrolled in an English course.
   MINOR PREMISE: Bill Jones is a student at OCC.

   CONCLUSION: Bill Jones is enrolled in an English course.

2. MAJOR PREMISE: All men are mortal.
   MINOR PREMISE: Socrates is a man.

   CONCLUSION: Socrates is mortal.

3. MAJOR PREMISE: All Communists read Karl Marx.
   MINOR PREMISE: Mr. Jones is a Communist.

   CONCLUSION: Mr. Jones reads Karl Marx.

4. MAJOR PREMISE: All Communists read Karl Marx.
   MINOR PREMISE: Mr. Jones reads Karl Marx.

   CONCLUSION: Mr. Jones is a Communist.

5. MAJOR PREMISE: If John is wise, he has known sorrow.
   MINOR PREMISE: John is wise.

   CONCLUSION: He has known sorrow.

6. MAJOR PREMISE: If John is wise, he has known sorrow.
   MINOR PREMISE: John has known sorrow.

   CONCLUSION: John is wise.

7. MAJOR PREMISE: If John is wise, he has known sorrow.
   MINOR PREMISE: John is not wise.

   CONCLUSION: He has not known sorrow.

8. MAJOR PREMISE: If it does not rain, the crops will fail.
   MINOR PREMISE: It did not rain.

   CONCLUSION: The crops failed.

Worksheet #6, Deductive Logic, continued

9. MAJOR PREMISE: If it does not rain, the crops will fail.
MINOR PREMISE: The crops failed.

CONCLUSION: It did not rain.

10. MAJOR PREMISE: If it does not rain, the crops will fail.
MINOR PREMISE: It did rain.

CONCLUSION: The crops did not fail.

11. MAJOR PREMISE: George is either dead or unconscious.
MINOR PREMISE: George is not unconscious.

CONCLUSION:

WORKSHEET #7

COMMON LOGICAL FALLACIES

1. VAGUE AND MEANINGLESS LANGUAGE: the intentional or accidental use of language which has no specific or clear meaning:
   UNDEFINED TERMS
   ABSTRACT OR GENERAL TERMS

2. BEGGING THE QUESTION (CIRCULAR ARGUMENT): the error of assuming the conclusion

3. IGNORING THE QUESTION (RED HERRING): arguing an unrelated or distracting minor issue

4. NAME CALLING (ARGUMENT AD HOMINEM): personal abuse unrelated to the issue at question

5. SAMPLING: failing to select evidence in a large and typical (or representative) sampling

6. EXAGGERATION/OVERSIMPLIFICATION: drawing an exaggerated or oversimplified conclusion

7. STEREOTYPING/HASTY GENERALIZATION: making hasty conclusions about groups or classes which do not apply to every member of the class

8. EITHER/OR: proposing only two alternatives when others exist

9. FALSE ANALOGY: argument based on an analogy about vastly different phenomena

10. FALSE CAUSE: assuming a cause and effect relationship without evidence

Worksheet #7, continued

FALLACY EXERCISE

Identify the fallacy or fallacies that make the following statements illogical:

1. After I broke up with my girl, my grades improved tremendously. I guess she was a bad influence on me.

2. Everyone has a basic sense which tells him when an act is wrong. Cheating is one of those acts. Therefore, cheating is wrong because our conscience tells us so.

3. A woman driving a car is like a dog walking on its hind legs. It's not done well, but you are surprised that it's done at all.

4. The newspapers are full of nothing but stories about sex and crime. Last night, for example, there were five crime stories on the front page alone.

5. I tell you, Ben cannot be trusted completely. He's no different than most Jews I know and they are people who can't be trusted.

6. I cannot understand people who oppose the U.S. foreign policy. Any sense of honor, duty, or patriotism should prohibit such opposition.

7. My opponent for the Congress speaks about the military and its role in our way of life. But he fails to mention that he has never worn his country's uniform or demonstrated his patriotism by military service. Do we want this type of man in Washington?

8. The city must have an excellent school system, for our future rests with our children. That is why we have only two choices: pass the school tax or see our schools deteriorate.

9. Those who oppose capital punishment would not be so humanitarian if they had a relative murdered or raped.

10. In my travels abroad I am often asked, "What made America great?" My answer is always simply, "Free enterprise."

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